

**ANNEX 1. EXTENDED ABSTRACT IN ENGLISH AND REFERENCES (IN LATIN)
ДОДАТОК 1. АНОТАЦІЯ ТА ЛІТЕРАТУРА (ЛАТИНІЗАЦІЯ)
ПРИЛОЖЕНИЕ 1. АННОТАЦИЯ И ЛИТЕРАТУРА (ЛАТИНИЗАЦИЯ)**

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**USE OF INTERNET TECHNOLOGIES FOR THE DEVELOPMENT OF SOCIAL SERVICES
FOR CHILDREN WITH DISABILITIES AND THEIR FAMILIES IN THE COMMUNITY**

Considering the processes of deinstitutionalisation and the development of social services in the community accessible for children and families, the use of Internet technologies in social work is extremely relevant. The purpose of this publication is to describe the results of research on the use of Internet technologies as a tool for the development of social services for children with disabilities and their families. In the course of the study, which was carried out between October 2016 and June 2018, we used such research methods as: theoretical research methods, document analysis, as well as individual and focused group interviews.

The first objective of the research was to explore the varieties and features of services for children with disabilities in the community as an alternative to institutional care and analyze the process of services development. The formed list of services for children with disabilities and their families, which are possible in Ukraine according to the current legislation, the following groups of services were defined: (a) correction and development services; (b) educational services; (c) care services; (d) support services for families with children with disabilities. We revealed that the development of the service includes a number of practical tasks that cover the following stages: (1) determining the community's need in the service, (2) planning the implementation of the service, (3) selecting and training the specialists who will implement the service, (4) building communications with clients and developing an affiliate network, (5) monitoring the results of service implementation.

The second stage of the study was conducting a theoretical analysis of the specifics of various types of Internet technologies and their use for work on development of services in community. Based on this we have developed a model for the development of social services for children with disabilities and their families in the community using Internet technologies for the activities of both social work managers and specialists who directly provide services to clients

During the empirical part of the study, we analysed experience and perspectives of application of Internet technologies by heads and managers of social organizations, as well as specialists working with children with disabilities in the provision of services. The results of the study are the first step in verifying the proposed theoretical model; they confirm that the topic of using Internet technologies is extremely relevant for the development and provision of services in Ukraine and in Europe. Domestic and foreign experts who took part in the study named the following potential Internet technologies in providing services: organization of day-care for palliative children; long-distance social support for families and children; transfer of certain elements of correctional lessons to the Internet platforms; organization of online peer support groups for parents of children; Internet technologies of virtual and augmented (mixing reality and artificial effects) reality for the correction and therapy of people with mental disorders.

Comparing the responses of domestic and foreign specialists working with children with disabilities and their families, it is possible to conclude that foreign colleagues more actively use Internet technologies to perform professional tasks, both for working with clients, and for organizing and providing services, while Ukrainian specialists are limited to their use mainly for informational purposes. The study determines the peculiarities of using Internet technologies, which need to be considered, integrating such technologies into the process of providing services to children with disabilities and their families in Ukraine.

Keywords: social work, social services, Internet technologies, children with disabilities, community.

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VOLUNTEERING AS A MEANS OF SHAPING THE SOCIAL ACTIVITY OF MIGRANTS

The article analyzes the socio-psychological problems of the re-socialization of internally displaced persons. Among the main problems of this category of residents of Ukraine is the problem of reducing social activity. The lack of social activity, in turn, complicates the processes of adaptation to a new place of residence and re-socialization. The psychological symptoms characteristic of migrants that make up "Migrant syndrome" are considered. "Migrant syndrome" consists of the following symptoms: rental units; the position of the "victim"; symptom evacuation; symptom of missed opportunities; symptom of exclusivity; a symptom of a lost future; a symptom of lost happiness, and also a symptom of learned helplessness.

Rental installations of internally displaced persons depended on the constant humanitarian assistance of the Center and citizens. The position of the "victim" was that migrants considered themselves to be a victim of circumstances and did not consider themselves to be the subject of their life. The symptom of the evacuation was that the settlers considered the new place of residence temporary and did not try to change it according to their needs. The symptom of missed opportunities was due to the fact that the settlers left their housing, work, business and did not see an opportunity to materialize in a new place. The symptom of the exclusivity of migrants manifested itself in the fact that they did not accept their life difficulties and did not want to make efforts to overcome them, but only required external support. The symptom of a lost future was that this contingent believed that all achievements were in the past, and nothing was waiting for them ahead. The symptom of lost happiness is associated with previous symptoms and is that these people are sure that they will never be able to become happy because they have suffered irreparable losses. The symptom of learned helplessness among the immigrants was developed when they endlessly faced insurmountable obstacles and they had the impression that they could do nothing.

Ways of overcoming the indicated syndrome and methods for the formation of social interest and social activity of immigrants by introducing them to volunteer activities, which, in turn, contribute to the process of re-socialization, are proposed. We have offered volunteer trainings on the basis of the Kiev Centre for Assistance to Refugees and Migrants. The training suggested the formation of ideas about the possibilities of volunteering and its role in the personal growth of a volunteer. The objectives of the trainings included: the development of social activity; development of skills in the field of volunteer management, as well as assistance in building life plans.

The trainings contributed to the reorientation of migrants from the objects of volunteer assistance to the subjects. Presents the results of the overcoming the "Migrant Syndrome", which was achieved by volunteers. As shown by our research conducted at the Center, immigrants who are actively involved in volunteer's work have largely lost the symptoms that make up the "Immigrant Syndrome". Active citizenship and social activity, which was formed in this category of persons was the key to their re-socialization and further personal growth.

Keywords: immigrants; "Migrant Syndrome"; volunteer activities; re-socialization; social interest; social activity.

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FORMATION OF AESTHETIC CULTURE OF PERSONALITY IN THE SOCIALIZATION PROCESS

The article focuses on the fact that human spirituality is crucial and includes values, value orientations, based on the general culture of man, in particular on aesthetic culture. In the process of research, the cultural direction in the education of students and their socialization were highlighted.

A retrospective analysis of the scientific literature was carried out, which made it possible to state that culture is a complex formation of values, activities, personal aspects and has no unambiguous and universal definition.

It is found that it is precisely in the dialogue between the person and the subject that due to the aesthetic attitude of the subject, the sensual existence of the object personality is included in the cultural system.

Based on the analysis of scientific publications, a schematic representation of the mechanisms of influence of aesthetic personality culture on its behavior and other types of human activity is proposed.

It is proposed to outline the aesthetic personality culture as an element of the general personality culture, which provides: analysis of input (external) attitudes, norms, values through the prism of personality outlook; a synthesis based on their own cultural views, beliefs and norms of behavior; organization according to them, ways of interaction of the subject with other people, activity in the world, creative activity and self-improvement. This is the basis for the formation of the development of aesthetic personality culture, in particular, the modern specialist in the process of his professional training, socialization.

It is suggested to consider aesthetic culture as an integral personal formation in the process of socialization of personality, characterized by the ability of the individual to perceive, evaluate and realize the beautiful in everyday life, nature, art.

Keywords: *personality, culture, aesthetic culture, values, value orientations.*

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FORMING OF INTERCULTURAL COMPETENCE OF STUDENTS: REALITIES AND CHALLENGES OF THE MODERN EDUCATIONAL ENVIRONMENT

The social and economic changes taking place in our society determine the requirements for the quality of the training of students with higher professional education, putting forward new tasks for the modern methodological science. These requirements can not impose a reflection on certain issues of the theory of teaching a foreign language, when the priority is the teaching of intercultural interaction, that is, in this case, it is not just about mastering a foreign language, but above all – all types of competencies, in particular intercultural competence.

The purpose of the article is to analyze the concept of 'intercultural competence' from the point of intercultural interaction, the use of linguistic material, taking into account the national specification of the participants in the language dialogue. It seems that teaching students to communicate both orally and in writing, to reproduce, and not just understand the language already created by someone, is a difficult task, more complicated by the fact that communication is not just a verbal process. Its effectiveness depends on many factors: knowledge of language, conditions and culture of communication, rules of etiquette; knowledge of non-verbal forms of expression (facial expressions, gestures), deep background knowledge, etc. Today, there is a sufficiently elaborate classification of competencies, which is the basis of the communication process and ensures its success. Modern researchers distinguish a number of competencies that reach the ultimate goal of learning – the formation of communicative competence. As part of the communicative competence that the student must necessarily possess, we consider intercultural competence as a student's activity associated with communication in the international situations, and this communication always involves conflicts between knowledge and ignorance, even in the context of communication in one language. We believe that in the process of forming the intercultural competence of the student, the teacher should familiarize him with the national-cultural features of the behavior of foreigners, such as the use of certain facial expressions and gestures, in order to avoid possible conflicts in interethnic communication.

Thus, using theoretical empirical general scientific methods in the study of the question of the formation of intercultural competence, one can conclude that the formation of intercultural competence involves mastering the following skills: to see from representatives of other cultures not only that which distinguishes us, but also that which unites; change attitudes as a result of

understanding another culture; abandon stereotypes; use knowledge of another culture for a deeper knowledge of one's own. Intercultural competence is formed in the process of learning foreign language communication, taking into account the cultural and mental differences of language carriers and is a prerequisite for a successful dialogue of cultures. Awareness of possible problems arising in the intercultural communication of representatives of different cultures, understanding of values and generally accepted norms of behavior are very significant factors in the studying of a foreign language.

Keywords: *communicative competence, intercultural competence, intercultural communication, language, correctness, tolerance, interaction.*

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THEORETICAL ANALYSIS OF THE PROBLEM OF FORMING THE RESPONSIBLE ATTITUDE TO HEALTH IN CHILDREN AND YOUTH

The article is devoted to consideration of the actual problem of formation of a healthy way of life of children of modern youth. An overview of the basic theoretical and conceptual foundations on this issue is carried out. Special attention is paid to the retrospective analysis of the problem of creating the healthy lifestyle culture, the value-based attitude towards person's health. It is given grounds for the necessity of the complexity of the process of creation of the responsible attitude towards personal health of modern youth which is aimed at developing of the personal viewpoint of a person towards his/her own health. It has also been proven that the perspective of improving the health of young people is correlated with systemic activities of the creation of the healthy lifestyle and it is much more effective and cost-effective strategy than the constant increase of the cost for the treatment of the consequences of the unhealthy lifestyle.

Therefore, the main content of the activity of all educational institutions in creating the responsible attitude towards personal health of modern youth is in our opinion, the development and implementation of social projects based on certain preconditions, principles, tasks, strategies, mechanisms determined by the creation of the responsible attitude towards health, and have as a purpose - improvement of the health of this particular category of children, and the general population as a whole. The most relevant focal areas in the development and implementation of all programs relating to the creation of healthy lifestyle of young people are the following: proper training of specialists, support of youth initiatives, monitoring of the situation and effectiveness of the projects, spreading and improvement of information and education programs, combining the efforts of various ministries, committees and non-governmental organizations, etc.

All in all, health is a complex, multidimensional phenomenon that has a heterogeneous structure that combines a variety of components and reflects the fundamental aspects of human existence.

Keywords: *health, youth, responsible attitude, children, young, formation, problem.*

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PERSONALITY OF CREATIVE TEACHER IN FOREIGN THEORY AND PRACTICE

The article focuses on the fact that creativity for the teacher is a relevant component of his professional activity, a way of self-realization, support in the development of the personality of others.

The diversity of pedagogical activity which is directed not only at creation of pedagogical technologies, but also at values of pupils is the essential basis of development of personality of the creative teacher is proved.

The content and structure of personality of a creative teacher in foreign theory and practice are investigated. It is proven that a creative product is the result of a specific human action that is influenced by a particular environment. personality, intelligence and temperament, as well as body structure, character traits, habits, attitudes, self-esteem, value systems, mechanisms of protection and behavior.

The main components of a teacher's professional activity, in particular his knowledge and skills, namely didactic, communication, organizational, scientific and creative, are distinguished.

It is found that the important features of a creative teacher are the awareness of their own creative abilities and creativity, belief in themselves, respect for others, empathy, enthusiasm and expression, courage in accepting risky and non-standard situations, competence and curiosity associated with a high level of intelligence and self-perfection, attractiveness and originality, artistic sense and creative imagination, 'open mind' and independence of thinking, tolerance, self-organization, activity, vitality and flexibility at work.

It is proved that the creative teacher is characterized by high level of pedagogical creativity, possesses the traits of creative personality, motives, abilities that contribute to successful creative pedagogical activity.

Keywords: personality, creative teacher, creativity, experience, professional activity, pedagogical technologies, value.

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ORIENTING POINTS OF MODERN POLYCULTURAL EDUCATION

The article deals with the orienting points of multicultural education in the modern educational space. Emphasis is placed on the social upbringing of an individual in the context of cultural dialogue; education of tolerance and taking into account the religious and ethnic culture of the individual; mastering the universal values of world and national culture; fostering a culture of international communication. The author focuses on the main features of multicultural education as an important way of forming certain social-educational and value-oriented inclinations, communicative and empathic skills that allow a person to carry out intercultural interaction, and to show understanding of other cultures, tolerance towards them.

On the basis of the conducted research the author's vision of the essence of multicultural education of the modern personality is formed, in particular purposeful socialization of the personality, which necessarily includes assimilation of samples and values of world culture, cultural-historical and social experience of different countries and peoples; formation of social-attitudinal

and value-oriented qualities of a person capable of effective intercultural communication, as well as development of tolerance towards other countries, peoples, cultures and social groups; active social interaction. with representatives of different cultures while maintaining their own cultural identity.

The goals, principles, functions of multicultural education in the theory and practice of educational process are considered.

Keywords: multicultural education, tolerance, multicultural environment, dialogue of cultures, orienting points, approaches, principles, functions.

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SOCIALIZING ASPECTS OF DISCIPLINE "FOREIGN LANGUAGE"

The article is devoted to the problem of socialization of an individual in the process of foreign language learning, which is a part of multicultural education and is considered as an important tool for a person's adaptation in a multicultural society. The leading idea of the article is the assertion that foreign language as a discipline has a huge socializing potential, as in the process of a foreign language learning, not only the active development of natural resources, abilities, initiative, independence, take place, but also, assimilation of generally accepted in a society socio-cultural rules and moral norms, which plays a crucial role in the process of socialization is activated. Since the main goal of the educational process in foreign languages is the formation of the very communicative skills, its contribution to the process of socialization of a man is indisputable. In this sense, the following characteristics of the learning process in a foreign language are important: the focus on communication, respect for the identity and culture of other peoples, the focus on social activities, the acquisition of social experience in solving life and social problems, and the creation of its own system of life priorities. The communicative method of teaching foreign languages is based on the fact that the learning process is a model of communication. The learning process in foreign languages is based on the linguistic partnership, creative collaboration, constant motivation of communication, based on a combination of such interconnected factors as activity, creativity, autonomy, individualization, which contribute to the intensification of cognitive and educational processes. That is, organization of training in the form of communication is the main methodological task of a modern teacher of foreign languages. It is this specificity of the discipline "foreign language" that is capable of effective implementing educational socialization, helping to complete the formation of the students' ability to communicate, co-exist and cooperate in the professional activities of people of different ethnic groups, the formation of a rich experience of social and cultural communication, which is a solid base for the involvement of learners to the global values of civilization.

Keywords: socialization; foreign language; multicultural education; polycultural person; professional socialization.

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PREVENTION OF MILITARY STAFF' DESTRUCTIVE AGGRESSIVENESS

The work is devoted to the current theme, because in today's socio-psychological insecurity in Ukraine there is no comprehensive approach to the organization of socio-psychological prevention of the consequences of psychotraumatic

exacerbations of destructive aggression of servicemen who suffered in the conditions of participation in hostilities. The aim of the work is not only a theoretical analysis of the problem, but also a practical study of the current situation. This allows us to make conclusions and preventive recommendations, which in the future can be introduced into the professional practice of not only social workers, psychologists, but also commanders and rehabilitants.

Therefore, the purpose of the study is to explore the main individual and psychological determinants of the formation of destructive aggressiveness and to develop on the basis of these appropriate directions of rehabilitation work to prevent it from servicemen. Empirical methods (observation, expert assessment of staff psychologists and commanders) were used for the study in order to identify soldiers who had destructive aggression after engaging in combat operations, interviewing, forming experiment, testing with psychodiagnostic techniques. The developed corrective program revealed a positive dynamics of personality changes that began to occur in the behavior of servicemen under the action of the measures taken. The training resulted in a significant decrease in physical aggression, a slight decrease in verbal aggression, a slight increase in indirect aggression. It is proved that the individual correction of consciousness and behavior of each serviceman inclined to aggressive actions, as well as the neutralization of negative interpersonal influences, provoking aggressive manifestations in the military. Such prevention can be carried out during a stressful situation, manifestation of aggression or after the end of an aggressive state. This program can be carried out during the service in part and after returning from the area of hostilities.

Keywords: serviceman, fighting, aggression, traumatic influence, destructive aggressiveness, professional readiness.

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"WINGS" TECHNOLOGY AS A MEANS OF COUNTERACTION TO VIOLENCE AGAINST WOMEN FROM A HIGH RISK GROUP

This topic is actual in the context of high levels of violence against drug addicted women and women in sex industry and insufficient opportunity for them to apply for relevant social services in Ukraine.

The article considers the functional components of the complex preventive and rehabilitation technology "Women Initiating New Goals of Safety", developed by a group social intervention of the Columbia University (USA) in order to reduce the risk of violence against women with drug dependence. This technology was adapted and applied for a pilot project to verify its effectiveness in Ukraine.

The sample of the study consisted of 20 women with drug addiction who have experience of violence against them. In addition, in order to assess the qualitative component of the WINGS technology, an in-depth interview was conducted by 2 experts (psychologist and social worker) of an independent governmental organization to provide services to HIV-infected people, who had the experience of conducting an intervention using the method "WINGS". Another tool for evaluating the qualitative characteristics of this technology was the sessions of two focus groups of 12 participants who had the experience of passing WINGS as clients. A separate plan for security was developed for women who works in sex industry, taking into account, that the experience shared by participants in the focus groups of them is unique and significantly different from the experience of other women. Conducted focus groups found elements of quality performance, especially in the security planning and prevention of violence among intimate partners.

Providers, who give services to the situation of violence, appreciate their experience of using the WINGS methodology as useful and positive.

Pilot studies of using the "WINGS" technology in Ukraine showed results, that allow us to make the previous assumptions about its significant efficiency. At the same time, it helped identify the elements that need to be adapted and refined.

Keywords: prevention of violence, women with drug addiction, short-term intervention, gender-based violence, social service.

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SOCIAL AND PEDAGOGICAL TRAINING IN THE SYSTEM OF PROFESSIONAL TRAINING OF SOCIAL TEACHERS TO WORK WITH TEENAGERS OF "RISK GROUP"

The article highlights some aspects of the professional training of social pedagogues for working with "risk groups" adolescents, in particular, in terms of forming constructive interaction skills and positive life experiences in them; the author also highlights the issues of mastering the future specialists of the methodology of carrying out social pedagogical training with this category of children. The concept of "adolescents of the risk group", "training", "socio-pedagogical training" is specified. Particular attention is paid to the coverage of the content of socio-pedagogical training in the system of vocational training of social teachers.

Keywords: preparation of social teachers, adolescents of risk group, training, social-pedagogical training.

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PRACTICALLY DIVIDED SEGMENT OF PROFESSIONAL PREPARATION OF STUDENTS IN HIGHER SCHOOL

The article deals with the problem of practical training of students of the first (Bachelor's) and the second (Master's) higher education levels and ways to increase the effectiveness of the system of practical training of students in higher education. The results of the empirical study of the student's experience in passing the practice as an integral part of the process of training specialists in higher educational institutions in accordance with the standards of educational activity and higher education. The principles and tasks of the University's educational activities regarding practical training of students, types of practical training of students are considered. The ways of improving the practical training of students of higher educational establishments, the level of mastering practical skills, methods of mastering skills, the method of assessment (self-assessment) of mastering skills, are determined, as well as the criteria of students' practical training, the problems of practical training of students and the factors influencing level of student satisfaction with passing the practice.

Keywords: higher education, educational activity, practical training, practice, educational practice, educational and industrial practice, pedagogical practice, assistant practice, research (undergraduate) practice, the effectiveness of passing the practice.

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FUNDAMENTAL IMPORTANCE OF SHAPING SOCIAL AND COMMUNICATIVE CULTURE OF FUTURESOCIAL WORKERS

The article considers social and communicative culture as a fundamental component of the professionalism of future social workers. The main function of social and communicative culture, which is to establish emotional interaction and communication with clients, is distinguished. Attention is drawn to the fact that the formation of social and communicative culture is an important task of future social workers' training.

The theoretical and methodological basis of social and communicative culture of the personality, in particular, of future social workers, is investigated.

The approaches of scientists to understanding the essence of the concept of 'culture', 'culture of communication', 'social-communicative culture', 'social-communicative culture of a social worker' are analyzed. The relationship between the features of social work and the quality of mastering the communication skills are the basis for the professional competence of the social worker has been clarified. The essence of the content of the social-communicative culture of the future social worker is revealed through the focus on ethics and humanization of professional relations, realization of the formed moral convictions, ideals and cultural values, and the structure of the social-communicative culture of future social workers is characterized. The fundamental importance of social and communicative culture has been identified as future professionals need to be trained to establish linguistic contact with clients, perceive professionally, understand and use information, clarify real problems of clients, and influence them effectively.

Keywords: culture of communication, communicative skills, social-communicative culture, social-communicative culture of social worker.

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PRIORITY VECTORS OF PROFESSIONAL TRAINING OF MODERN SPECIALISTS IN FINE ART

The priority vectors of professional training of contemporary specialists of fine arts in the educational environment of higher education institutions are considered in the article. It is noted that in the modern labor market employers are not interested in a set of theoretical knowledge, but professional competence, which is the basis for successful professional self-realization of modern specialists, including specialists in fine arts, which helps them to solve successfully the problems in social and pedagogical activity as a part of the professional field.

The essence of competence approach in professional training of specialists as an important methodology of reform and modernization changes is investigated and revealed. It is noted that the process of professional training of specialists in fine arts requires certain changes in a number of segments of educational theory and practice: in values, in the goal, in the results of the educational process, in its content, forms, methods, means of education in interaction with the external environment. Attention is paid to the fact that the professional training of the specialist of fine arts will be productive, if it will be formed as a coherent system and all components of which will be maximally integrated into a single whole and focused on the implementation of basic professionally significant goals, practical activities of modern specialists in social and practical education.

The importance of successful social space of an educational institution in the process of qualitative training of specialists of fine arts is substantiated, the signs of modern social space are determined: intellectual work of students, coordinated interaction, creative cooperation, correctness of interpersonal relations, mutual respect, psychological comfort, freedom of participation.

Keywords: competence, educational space, modern specialist, integrity, professional training.

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